

STATE BOARD OF EDUCATION
Also Meeting As
STATE BOARD FOR VOCATIONAL EDUCATION

Ladislaus B. Dombrowski Board Room
John A. Hannah Building
608 West Allegan
Lansing, Michigan

August 26, 1999
9:30 a.m.

Present: Mr. Arthur E. Ellis, Chairman
Mrs. Dorothy Beardmore, President
Mrs. Kathleen N. Straus, Vice President
Dr. Herbert S. Moyer, Secretary
Mrs. Sharon A. Wise, Treasurer
Mrs. Sharon L. Gire, NASBE Delegate
Mr. Clark Durant
Mrs. Marianne Yared McGuire
Mrs. Eileen L. Weiser
Mr. Scott Jenkins, representing Governor John Engler

I. CALL TO ORDER

Mr. Ellis called the meeting to order at 9:46 a.m.

II. AGENDA MATERIALS

- A. State Board of Education Minutes/Actions of Meeting of July 15, 1999
- B. Report of the Superintendent - Report on Property Transfers

III. INFORMATIONAL MATERIALS DISTRIBUTED TO BOARD

- A. Update on Federal Issues - Memorandum dated August 26, 1999, from Superintendent to the Board
- B. Information on Community College Professional Development: Fast Track Competitive Grant Activities for Fiscal Year 1998-99 - Memorandum dated August 26, 1999, from Superintendent to the Board
- C. Information on Community College Emerging Technologies Consortia Competitive Grant Activities for Fiscal Year 1998-99 - Memorandum dated August 26, 1999, from Superintendent to the Board

- D. Update on Activities at Michigan Schools for the Deaf and Blind, the Michigan School for the Blind Lansing Campus, and Camp T - Memorandum dated August 26, 1999, from Mr. Alexander G. Davlantes, Administrative Officer, to the Board
- E. Milken Awards Banquet and Public Policy Day - Memorandum dated August 26, 1999, from Superintendent to the Board
- F. Information on the Final Federal Regulations Under the Individuals with Disabilities Education Act Amendments of 1997 (IDEA) - Memorandum dated August 26, 1999, from Superintendent to the Board

IV. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Report of the Superintendent - Administrative Grant for the 1999-2000 Summer Institutes - added to agenda
- B. Report of the Superintendent - Michigan Geographic Alliance - added to agenda
- C. Report of the Superintendent - Title II - Dwight D. Eisenhower Professional Development Section of the Improving America Schools Act of 1994 - added to agenda
- D. Report of the Superintendent - P.L. 105-220 Title II Adult Education and Family Literacy Act - added to agenda
- E. Report of the Superintendent - Report on Property Transfers - added to agenda

Mrs. Beardmore moved, seconded by Mrs. Wise, that the State Board of Education approve the agenda and order of priority, as modified.

The vote was taken on the motion.

Ayes: Beardmore, Durant, Gire, McGuire, Straus, Weiser, Wise
Absent: Moyer

The motion carried.

V. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS AND GUESTS

Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education introduced members of the Board and guests attending the meeting.

VI. APPROVAL OF STATE BOARD OF EDUCATION MINUTES/ACTIONS

- A. Approval of State Board of Education Minutes/Actions of Meeting of July 15, 1999

Mrs. Wise moved, seconded by Mrs. Beardmore, that the State Board of Education approve the minutes/actions of the meeting of July 15, 1999.

**Ayes: Beardmore, Durant, Gire, McGuire, Straus, Weiser,
Wise**

Absent: Moyer

The motion carried.

VII. REPORT OF THE SUPERINTENDENT

The following items were provided to the Board:

- A. Report on Personnel Status
- B. Report on Department of Education Cosponsorships
- C. Report on Administrative Rule Waivers
- D. Report on 1998-2001 Intermediate School District Plans for the Delivery of Special Education Programs and Services
- E. Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 105-332, Title I, Community College Activities for Fiscal Year 1999-2000 - Program Improvement Activities and Local Leadership and Travel Reimbursement
- F. Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 105-332, Title I, Community College Activities for Fiscal Year 1999-2000 - Data, Evaluation and Technical Assistance
- G. State Discretionary Projects Under the Individuals with Disabilities Education Act (IDEA) for the 1999-2000 School Year
- H. Campus Social Mentoring Project
- I. Alcohol, Tobacco and Other Drugs (ATOD) Modules for the Michigan Model for Grades 7-8 and 9-12
- J. Michigan Coalition to Reduce Underage Drinking (MCRUD) Grants to Reduce Underage Drinking

- K. Technical Assistance and Training Initiatives - Safe and Drug-Free School Coordinators
- Z. Administrative Grant for the 1999-2000 Summer Institutes
- AA. Michigan Geographic Alliance
- BB. Title II - Dwight D. Eisenhower Professional Development Section of the Improving America Schools Act of 1994
- CC. P.L. 105-220 Title II Adult Education and Family Literacy Act
- DD. Report on Property Transfers
 - 1. Approved Transfer from Hudson Area Schools to Addison Community Schools - Case 2603
 - 2. Approved Transfer from Eaton Rapids Public Schools to Olivet Community Schools - Case 2604
 - 3. Denied Transfer from Breckenridge Community Schools to the Ithaca Public Schools - Case 2607

Mr. Ellis provided an oral report on the following:

- A. Office of Safe Schools

Mr. Ellis said the Legislature recently appropriated funds and set forth legislation establishing the Office of Safe Schools within the Michigan Department of Education. He said this new office will be directed by Mr. Don Weatherspoon who has spent the last six months reviewing various safe school programs throughout the United States, and local and intermediate school districts in Michigan.

- B. Statewide School Safety Information Policy

Mr. Ellis said the Legislature also enacted legislation requiring the Superintendent of Public Instruction, Attorney General, and Director of the State Police to create a Statewide School Safety Information Policy. He said the intent of the legislation is to provide guidance to local school districts, law enforcement agencies, and the community on establishing a school safety plan and encourage the relationships needed to bring about effective changes. He said a draft proposal has been completed, and input from various groups has been invited. He said the three agencies are working very well together. He said the interests of educational institutions are represented in the document, and there is a sense of urgency because the school year begins within days.

C. Detroit Public Schools - Contract Agreement

Mr. Ellis said an article dated August 26, 1999, in the Detroit News titled, "Adamany: Expect no miracles," sums up the status of negotiations in Detroit Public Schools. He said although he has been involved with negotiations in the past, but feels that the situation in Detroit is more complex than anything he has dealt with before.

Mr. Ellis said the lines seem to be hardening between administration and labor, and he believes that substantial change must occur or no contract agreement will be reached. He said he is fairly optimistic that a solution will be attained.

D. Detroit Public Schools - Building Renovations

Mr. Ellis said he believes that with the exception of final adjustments, the proposed building renovations are complete. He said the district's craftsmen attended several of the Detroit Reform Board sessions and offered comments during public participation that they simply wanted the opportunity to complete their tasks. He said they were given a chance and, by all accounts, performed admirably, which raises the question of whether the problem was bad maintenance or poor management in the district. He said Dr. Adamany and Mr. Mark Murray, State Treasurer, devised a plan which was approved by the Michigan Department of Treasury that enabled Detroit Public Schools to spend funds received from bond issues approved by the voters several years ago. He said this is significant in that the district has not been able to receive spending approval in less than six months before.

VIII. CONSENT AGENDA

L. Approval of Funding Criteria for Evaluation Staffing Grant

M. Approval of Funding Criteria for a Safe and Drug-Free Schools Coordinators' Handbook

N. Approval of the Criteria for Special Projects Grants from FY 2000 Funding of the Continuation Grant for HIV-STD Prevention, Expanded Program and Infrastructure Development for Comprehensive School Health Programs from the Centers for Disease Control and Prevention

O. Approval of Proposal from Grand Valley State University for a New Graduate English as a Second Language (ESL) Program as an Additional Endorsement at the Elementary and Secondary Levels

P. Approval of Proposal from Ferris State University for a New Graduate Level Professional Education Program for Initial Certification at the Secondary Level

- Q. Approval of Proposal from Wayne State University to Convert its Graduate Elementary Level Special Education Programs: Emotionally Impaired, Learning Disabilities, and Mentally Impaired into K-12 Program Endorsements
- R. Approval of Proposal from Western Michigan University for a New Baccalaureate Program to Prepare Teacher Candidates for a Secondary Teaching Certificate with a Variety of Vocational Endorsements
- S. Approval of Nominations to the Michigan School for the Deaf Citizens Advisory Committee
- T. Approval of Resolution for Membership of the Michigan School for the Deaf and the Michigan School for the Blind in the Michigan High School Athletic Association, Inc., for the Year August 1, 1999, through July 31, 2000

In response to Mrs. Straus regarding Item N, titled “Approval of the Criteria for Special Projects Grants from FY 2000 Funding of the Continuation Grant for HIV-STD Prevention, Expanded Program and Infrastructure Development for Comprehensive School Health Programs from the Centers for Disease Control and Prevention,” Mr. Ellis said staff has been uniform in requesting the Board’s approval on grant criteria. He said this particular grant is unique because it is a continuation grant for the Center for Disease Control, and the criteria are already specified in the grant.

In response to Mrs. Gire, Mr. Ellis said a meeting is held each month to establish the order of the agenda for the State Board of Education meetings. He said proposed programs for institutions of higher education programs are typically considered routine enough that there would be no discussion required from the Board or the public, and therefore, are placed on the Consent Agenda.

Mrs. Beardmore said background information is provided on each of the proposed programs and is available in the Office of the State Board of Education. She said she was recently able to review information for one particular item and was satisfied with what she found. She said she thinks it is interesting because some of the programs are quite innovative, and she commends the institutions for requesting permission for making changes because they are responding to the needs of schools and students.

Mrs. Wise moved, seconded by Mrs. Gire, that the State Board of Education approve the items listed on the consent agenda as follows:

- L. approve funding criteria attached to the Superintendent’s memorandum dated August 11, 1999, for a grant in the amount of up to \$100,000 to allow the Office of Drug Control Policy to contract for evaluation services;**

- M. approve the funding criteria attached to the Superintendent's memorandum dated August 11, 1999, for a grant in the amount of up to \$40,000 for the development of a Safe and Drug Free Schools Coordinators' Handbook;**
- N. approve the criteria for Special Projects grants in HIV/STD Prevention, Expanded Program in Health Education, and Infrastructure Development for FY 2000, as attached to the Superintendent's memorandum dated August 11, 1999;**
- O. approve the proposal for a new graduate English as a Second Language (ESL) program as an additional endorsement at the elementary and secondary levels as submitted by Grand Valley State University, as discussed in the Superintendent's memorandum dated August 11, 1999;**
- P. approve the proposal for a new graduate level Professional Education program for initial certification at the secondary level as submitted by Ferris State University, as discussed in the Superintendent's memorandum dated August 11, 1999;**
- Q. approve the proposal from Wayne State University to convert its graduate elementary level Special Education programs: Emotionally Impaired, Learning Disabilities, and Mentally Impaired into K-12 program endorsements, as discussed in the Superintendent's memorandum dated August 11, 1999;**
- R. approve the proposal from Western Michigan University for a new baccalaureate program to prepare teacher candidates for a secondary teaching certificate and 70 vocational endorsement programs, as discussed in the Superintendent's memorandum dated August 19, 1999;**
- S. approve the appointments to the Michigan School for the Deaf Citizens Advisory Committee, as listed in Attachment C of the Superintendent's memorandum dated August 11, 1999; and**
- T. approve the Resolution for Membership of the Michigan School for the Deaf and the Michigan School for the Blind in the Michigan High School Athletic Association, Inc., for the Year August 1, 1999, through July 31, 2000, as identified in the Superintendent's memorandum dated August 11, 1999.**

The vote was taken on the motion.

Ayes: Beardmore, Durant, Gire, McGuire, Straus, Weiser, Wise
Absent: Moyer

The motion carried.

The resolution is attached as Exhibit A.

IX. AWARDS AND RECOGNITIONS

A. Christa McAuliffe Award

Ms. Nancy Mincemoyer, Director, Office of Organizational Development; and Ms. Patricia Nichols, Deputy Director, Curriculum, Health, and Early Childhood, introduced Ms. Sharen Turnbull, Teacher, Haviland Elementary, Waterford Public Schools, as the 1999-00 Christa McAuliffe Award recipient. Ms. Mincemoyer said the grant awarded to previous Christa McAuliffe Award winners was actually given to their respective school districts. She said the teacher has typically completed a project in their district related to an identified state priority. She said after a review of other states' programs, Michigan's process was changed this year. She said teachers were invited to participate, submit an application, and write a grant related to one of five areas identified by Department staff. She said the winning teacher will take a sabbatical from the local school district, and work directly with Department staff. She said Ms. Turnbull will be working on the Reading Initiatives with Ms. Nichols.

Ms. Nichols said staff realized when the school components were disseminated to districts there was a need to connect teachers at the classroom level. She said staff was pleased to select Ms. Turnbull because she is a reading teacher, and will be able to communicate with teachers all over the state to explain the components of the reading program. She said Ms. Turnbull has been participating in the program to train individuals who will provide instruction to teachers which allow them to implement the information in their classrooms.

Ms. Turnbull said she appreciates the opportunity to address the Board, and that it is an honor to serve Michigan in this manner. She said she has already learned much and is looking forward to visiting Pre - K through 3rd grade teachers throughout Michigan to inform them of the purpose of the Michigan Literacy Progress Profile. She said the part she is going to appreciate the most is helping teachers realize the results of the assessment and how it can help to make appropriate instruction and intervention decisions based on the findings. She said she is also pleased to have the opportunity to work closely

with the Department's Language Arts consultants, and serve on the Early Literacy Committee, Michigan Interagency Team and the Governor's Advisory Council.

In response to Mrs. Straus, Ms. Turnbull said she has worked for Waterford Public Schools for a total of 25 years. She said in addition to reading, she has also taught special education in the areas of emotionally disturbed and multiply impaired. She said she has served on many committees in the Waterford Community including the Chrysler Project.

On behalf of the Board, Mrs. Beardmore extended congratulations to Ms. Turnbull, and said she is pleased that many people will benefit from Ms. Turnbull's knowledge. She said the Michigan Literacy Progress Profile is a wonderful system and she is pleased that it is being promoted. She said she hopes that ultimately the Office of Field Services will be involved as another conduit of information.

Mrs. Straus said Ms. Mary Belknap, teacher and 1998 Christa McAuliffe Award winner, Jackson Public Schools, Jackson, Michigan, invited her to observe her cross age tutoring program some time ago. She said the project involved high school students who acted as tutors or mentors to elementary level students, and it was very successful.

Mr. Ellis said the 1999-2000 Michigan Teacher of the Year was awarded on August 19, 1999 to Ms. Margaret Holtschlag, Teacher, Haslett Public Schools. He said Haslett Public Schools has agreed to help fund a position within the School Development Unit, Michigan Department of Education, which will enable Ms. Holtschlag to work directly with staff for the upcoming year. He said he is sure that she will be able to provide a new perspective to many aspects of education.

Mr. Ellis said Ms. Jean Shane, Executive Assistant to the Superintendent, is developing a corps of previous award winners who will be able to support the Department and provide staff with input from people who are in the field.

B. Nicholas Green Distinguished Student Award

Mr. Ellis said the Nicholas Green Foundation was established by Maggie and Reg Green to honor the memory of their seven-year-old son who was killed in a drive-by shooting while visiting Italy in 1994. He said Mr. and Mrs. Green started the Distinguished Student Award because they felt it was important to recognize gifts and talents in children who are now at the age Nicholas was when he died.

Mr. Ellis said the Green Foundation has made a three-year funding commitment for these awards which will be made in each state to one student each school year, beginning with 1998-99. He said the award is actually awarded by the Michigan Alliance for Gifted Education (MAGE) which is presenting the award at today's meeting.

Ms. Barbara Lewis, representing the MAGE, and Ms. Mary Bailey-Hengesh, Consultant for Talent Development, introduced Ms. Stacie Guerreso, student, Farmington Hills Public Schools. Ms. Bailey-Hengesh said Stacie was one of 37 students nominated, who needed to distinguish themselves in either academics, leadership, the arts, or citizenship.

Ms. Bailey-Hengesh said Ms. Guerreso has demonstrated high academic and leadership abilities, but has shown that her true gifts lie in the arts. She said Ms. Guerreso has been singing since she was three and recently received the National Vocal Gold Medal at the Miss Young American Talent Pageant in New York City. She said Ms. Guerreso also dances, is an actress, and has participated in many plays including the leading role as the young Helen Keller in the "The Miracle Worker" at Meadowbrook Theatre.

Ms. Bailey-Hengesh said it has been stated that Ms. Guerreso's strongest gift comes from her heart, and is always striving to help others in need. She said Ms. Guerreso was instrumental in organizing a benefit for the victims and families of the explosion at the Ford Rouge plant last year. She said she thinks Michigan's first recipient of the Nicholas Green Distinguished Student Award is exceptional.

Ms. Lewis read the following to Ms. Gueresso, "It is a wonderful thing to have talent, and to anyone who knows you it is clear to them that you are capable of doing marvelous things. Sometimes that is not enough, it is decisions you have made to take a challenge and develop it as much as you can that make you so special. You have wonderful people who care about you and teach you and help you to reach your full potential. It is very important to take children who have such ability and help them become all they can be. The decision you have made to share the talents you have that make us feel we have made the right choice in selecting you to be the Nicholas Green Distinguished Student Award recipient for Michigan. I am very pleased and happy as a member of the Michigan Alliance of Gifted Education, and a member of the National Association for Children to present you with the Nicholas Green Distinguished Student Award for 1999, and I congratulate you, your parents, and your teachers."

Ms. Guerreso said it is a great privilege to receive this award and her heart goes out to the Green family for their tragic loss. She said she hopes that all students strive to do their best in this award in the years to come.

Mrs. Beardmore said the Nicholas Green Distinguished Student Award is an excellent way to acknowledge the talents of exceptional students, and a good example of when the nurturing of schools and parents, and the efforts of the child come together.

X. PRESENTATION/DISCUSSION REGARDING INFRASTRUCTURE

Mr. Ellis said Mrs. Straus and Mrs. Beardmore attended the Michigan State Policy Network Education Forum recently which featured a discussion on school infrastructure. He said The Honorable Leon Stille, Michigan Senate; and Mr. Richard Snider, Executive Director of the Barton Malow Company, presented information at the forum. He said both gentlemen have agreed to present the information to the Board.

Mrs. Beardmore said because the Board has raised the issue of infrastructure at previous meetings, Mrs. Straus and she thought Senator Stille and Mr. Snider could provide useful information and valuable insight regarding this subject.

Senator Stille expressed his appreciation for the opportunity to address the Board, and said he is now involved with several different committees including the Standing Policy Committee for Education, the Department of Education Budget, and serves as Chair of the K-12 Budget and Appropriations. He said the Subcommittee on Appropriations for K-12 Funding held five hearings in Lansing, Macomb County, Muskegon, Kalamazoo, and Traverse City where information regarding special education and infrastructure was received. He said the Traverse City location also provided an electronic hook up to two locations in the Upper Peninsula. He said it was apparent that more people were interested in special education than infrastructure, however, he views both issues as equally important because they involved difficulties in revenue for a number of districts. He said even though the needs of the schools and communities vary from location to location, it was apparent that the problems are repetitive across the state.

Senator Stille said the problems tend to revolve around a couple of issues, with the largest being the disparity in the ability to raise money. He said in a more wealthy district, one mill may provide enough monies to build a new school, while in many parts of the state, seven or more mills would be necessary to accomplish the same thing. He said many superintendents have approached the Subcommittee requesting more funds, but he thinks Hamtramck has suffered the highest level of frustration and difficulty.

Senator Stille said the second issue is the School Bond Loan Fund, which he believes is not a viable option for many school districts. He said while it was designed and promoted as the cure-all in funding infrastructure, it has actually become a deterrent for some school systems. He said the state is basically acting as the guarantor for school districts across the state by promising to get the best interest available in the country, and take over payments if the school district is unable to fulfill its

obligations. He said there are several exceptions, however, and he will be meeting with the State Treasurer and Senator Dan DeGrow to discuss some possible changes in the School Bond Loan Fund.

Senator Stille said there was significant effort by himself and others in April and May of 1999 to increase the funding of infrastructure for the upcoming school year. He said the House of Representatives addressed the bill first and raised questions regarding special education. He said he perceives the lack of reading skills as a major problem in special education, and so he attempted to place additional funding into the budget for early reading and the Michigan Literacy Progress Profile. He said \$5 million stayed in the K-12 budget to address a number of the needier districts with children who experience substantial reading difficulties. He said it was found that a significant number of students are being placed into special education because of reading disabilities, not because of learning disabilities.

Senator Stille said the recommended additional funding for infrastructure was, unfortunately, lost in the process, and instead resulted in \$44 being added to each student allotment of the foundation grant. He said several suggestions have been made to address the issue of infrastructure, such as a statewide millage, which would be difficult to pursue, or requiring wealthier districts to place a percentage of their millage into a state coffer so other districts may apply for funding. He said changes are still in the formative stage.

Mr. Snider said it is an honor to address the Board and to be allowed the opportunity to discuss school construction, what is needed for the future, and his perspective on steps the state can take to help. He said in February 1995, the United States General Accounting Office reported that the existing building and infrastructure needs for schools in the United States would cost approximately \$112 billion. He said the Council for Educational Facilities Planners stated that amount would address the infrastructure code, and life safety, but does not consider the demographic changes in the population requiring new schools. He said an estimated figure of \$300 billion was given. He said he thinks they are both right and wrong. He said both figures consider only the school buildings, and not the educational issues involved in schools. He said he proposes that figure to be closer to \$500 billion nationally. He said of that approximately 46% is going toward new schools and 54% for renovations and additions. He said from this year until 2001, the estimate is \$46.4 billion to actually complete school construction in the country. He said it reflects the same percentages in new construction versus renovations.

Mr. Snider said Michigan was one of the first states to begin addressing facility needs. He said an extensive amount of money was spent on school construction in the early 1990's, but there was a dip shortly after Proposal A because of confusion between operation dollars and the construction per capita improvement process. He said many districts began utilizing either architects or firms such as the Barton Malow Company who understand the educational issues of school design. He said in the early 1990's the Barton Malow Company became involved with Berkeley Public Schools, and

began working with the board and administration in conducting an assessment of where they were in the existing facilities and countering that with where are they were going with education. He said that planning process is called visioning, and resulted in a series of questions: (1) how do the children learn in their respective community; (2) what are the teaching methods; (3) how is the school going to use the curriculum and educational technology to enhance teaching methods to achieve learning strategies; (4) how are special programs such as Head Start, or latch key going to impact the district not only today but also the foreseeable future; (5) how will the community be able to utilize the facilities; and (6) how will businesses make use of computer centers and labs after hours so they may be connected to the internet and have access to software programs.

Mr. Snider said by addressing those six questions, school districts are better able to determine what their facilities need to do functionally to support their educational programs. He said once that is identified, it is possible to look at the existing facility beyond any mechanical repairs needed. He said a good example is Angell Elementary, Berkley Public Schools, which was considered an historical landmark in the community. He said the original quote for bringing the building up to code was \$1.7 million, but just out of curiosity, the board also requested a quote on how much it would cost to bring it up to the education standard desired by the community. He said that figure was \$6.3 million. He said in the end, the board decided that it was better to retain the front façade of the building, but build a completely new school behind it. He said the board made an non-emotional decision, and avoided a renovation mistake.

Mr. Snider said the need for new or renovated facilities has become critical in urban and rural districts, but unfortunately, many school districts are reacting to them as buildings and not educational centers. He said electrical and mechanical repairs are considered in trying to obtain minimum standards, while educational elements are not addressed. He said the Barton Malow Company conducted an assessment in 1994 of the Detroit Public Schools, and shortly thereafter, a \$1.5 billion bond was approved by the voters of Detroit. He said the Board is probably not aware that the bond was for infrastructure alone, and that \$2.8 billion was actually needed. He said it is consistent with most districts that the bond program only reflects approximately 50% of the actual need. He said it is not enough to ensure that the building is mechanically operational, the public must also be concerned with how functional the classrooms are as well. He said the exception for the urban districts is Flint Community Schools. He said the administration and community have taken the time to think through their educational programs to determine the needed changes in their facilities.

Mr. Snider said many of the rural districts simply do not have the tax base to implement changes in their facilities. He said the Minnesota Department of Education has asked the Barton Malow Company to review all of their state funded programs since 1990 to establish a clear view of what some rural districts were getting into. He said an example would be Red Lake Falls School District which hired an architect and construction manager to do their building. He said the architect did not have school

planning experience and as a result there was a problem with the number of classrooms for each grade and teacher work stations. He said after some discussion with the superintendent and the architect, it was determined that the building was designed to be aesthetically appealing, and did not take into consideration the educational program. He said it is necessary to consider educational facilities for their stated purpose and that is education in the 21st century.

Mr. Snider said two major building booms in the United States were in the 1920's and 1950's. He said those buildings were designed to last 45 and 30 years respectively, and many are still in use. He said he realizes that there are many buildings in this country which are much older than the 1920's or 1950's, but education has changed drastically in the last several years. He said when he attended school, it was primarily reading, writing, and arithmetic, students are now required to learn much more. He said many people do not understand that.

Mr. Snider said the public does not generally understand that schools have an operational and a capital improvement budget which must be kept separate. He said roughly only 18% of the voting public might be favorably inclined to spend money for more school construction.

Mr. Snider said it is important to understand the impact of the present and future educational program on facilities and vice versa, and that the goals are to enhance educational opportunities for children, modify school facilities so they can facilitate the educational process, and provide safe and accessible buildings. He said he encourages the Board to keep an eye on what is being done with school bonds. He said he thinks it is important for the state to handle educational facilities planning to ensure that the school buildings reflect the educational needs of students and the community.

Mrs. Gire expressed concern that many schools in need of assistance experience difficulties in obtaining approval from the School Bond Loan Program because their State Equalized Valuation is borderline, and there is no guarantee that they will be able to pay it off. She said she is pleased that the educational issue has been brought before the Board.

Senator Stille said he thinks the Department of Treasury is simply responding to schools one case at a time, and it really does come down to ability to pay. He said those that are turned down have very old buildings while some districts are able to build signature buildings which are quite elaborate. He said the design of the building is left in the hands of the architect. He said even though each community is unique in its needs, he does not believe that education is different from one town to another, and many discussions have been held regarding a standardized school building. He said one phenomenon which has surfaced recently is the lower cost of charter school buildings versus that of a traditional public school built in the same district. He said an explanation would be that they are substantially different buildings and are not signature design buildings. He said his district includes 20 different school districts of

which approximately 15 are currently involved with new construction. He said he is sure that each school district hired a different architect who designed the building from scratch. He said this only adds additional costs to the construction and ultimately for the amount of the bond. He said it is important to take steps to reduce the cost of school buildings across the state. He said it is interesting that Michigan does not have a school building code, but leaves all decisions up to the architect and the local school board to adopt and accept the plans presented to them.

In response to Mrs. Beardmore, Senator Stille said he is not aware of a construction code requirement regarding the building site. He said it is the local board's responsibility to choose the location. He said school districts are exempt from local zoning ordinances and many times work in cooperation with the township, and the city.

Mr. Snider said a vast majority of the schools are being handled appropriately, and are not signature buildings. He said the Barton Malow Company tries to become involved early in the planning stage to prevent a board from becoming excited about a plan they cannot afford. He said that prevents the necessity to fit the building into a more cost effective format and allows for additional educational technology and infrastructure options.

Mrs. Straus said she is pleased to hear this presentation again and appreciates the approach of considering the district's education goals, teaching methods, and how the building will be used before renovations are considered. She said she has visited some of the signature schools and finds that communities want a building which can be used as a community center for plays and sports, etc. She expressed concern regarding the situation in Hamtramck and suggested that perhaps the State or the Board could help them overcome their difficulty in achieving approval for a bond issue.

Mr. Snider said Michigan is doing very well, but lessons may still be learned from other states. He said in Minnesota for instance, the state legislature approved funded programs for schools that may not be able to afford a new building on their own. He said he does not know how the formula works, but the state may pay 15% to 90% for schools which fit the established criteria. He said without help from the state, school districts such as Hamtramck will simply never be able to afford a new school building.

Mrs. Straus said in this time of prosperity, the State should be able to infuse money where it is needed.

Mr. Snider said community participation must be a proponent of the solution, but the state should help districts that seem to be unable to accomplish it on their own.

In response to Mrs. Weiser, Mr. Snider said there has to be some cognisance of what the end product is going to be in terms of cost and function, and it is possible to make it attractive and maintain it as a learning environment without exorbitance. He said the local board needs to insist that the educational element should be considered when planning a new building.

Dr. Moyer commended Mr. Snider and Senator Stille for their efforts in conducting hearings and a survey to ascertain the needs of school districts across Michigan. He said the Board realizes that there is strong advocacy at the federal level to identify monies to assist districts, and asked if the Legislature is planning to take action regarding the interest which accrues on bond issues over the life of the bond.

Senator Stille said that action should be taken at the federal level where substantial dollars come from various states. He said the Michigan Legislature has been conducting meetings and strategies, but no bills have been introduced at this time.

Dr. Moyer said he encourages the Michigan Legislature to pursue action and whatever influence Senator Stille could have would be appreciated. He said as a former superintendent and having built many buildings through bond issues, he knows that the process is quite time consuming, and therefore, it is imperative to have community support. He said school buildings become community facilities, and the focal point of the community. He said he feels that the cookie cutter approach to school buildings would significantly reduce the opportunity for a democratic process.

Senator Stille said he disagrees with Dr. Moyer, and believes that there are a number of things that the state and school districts can do to trim costs of construction.

Dr. Moyer said he would commend those efforts, but encouraged Senator Stille to not lose sight of the local school district.

Mrs. McGuire said she appreciates Senator Stille's and Mr. Snider's commitment to resolve a very serious problem. She said she also welcomes the consideration that schools are more than just buildings, but are actually community centers. She said she would like them to return and provide periodic updates.

Mrs. Gire said she would be interested in hearing more about the hearing mentioned by Senator Stille because the Board is obviously very interested in this issue. She said it is difficult for Board members to attend Committee hearings, and feels that if the Board and the Committee members could engage in some discussion, it would help to strengthen the collaborative relationship between the Board and the Legislature.

Mrs. Beardmore said she is grateful to Mr. Snider and Senator Stille for taking the time to address the Board on this very important issue, and discussion will continue at the September meeting. She said she wished to emphasize the interrelationship of all education related issues, for example when talking about special education or reduced class sizes in early grades, it has an impact on infrastructure. She said the continuum that the education community operates on with the Standards and Benchmarks, instruction, curriculum and professional development, assessment and accreditation, and infrastructure are all interrelated.

No action was taken on this item.

XI. RECESS

The Board recessed for lunch at 11:50 a.m. and reconvened at 1:00 p.m.

XII. PUBLIC PARTICIPATION

- A. Ms. Dixie Elam, 8928 Deborah Court East, Livonia, Michigan 48150. Ms. Elam offered comments regarding school counselor certification.
- B. Ms. Laura Elliott, 7429 Irongate, Canton, Michigan 48187. Ms. Elliott offered comments regarding school counselor certification.

Ms. Elam and Ms. Elliott provided copies of the following documents to the Board: (1) Memorandum dated August 14, 1999 to the Board regarding critical shortage of school guidance counselors; (2) Letter dated May 4, 1998 to Ms. Laura Elliott from the Michigan Department of Education; (3) Mississippi Department of Education Educator License; (4) The University of Mississippi student record for Ms. Elliott; (5) Ms. Elliott's resume; (6) Memorandum dated April 9, 1999 from Mr. Ellis to the State Board of Education regarding the Approval of an Experimental Preparation Program for the Guidance and Counseling Endorsement of a Michigan Teaching Certificate; (7) Substitute for Senate Bill No. 441; (8) Michigan's NASDTEC Interstate Contract Status Report, dated July 1, 1999; and (9) Guidelines for Mississippi Educator Licensure K-12, dated July 1998.

- C. Mr. Fred Kline, Students and Taxpayers United Society for Excellence in Education, 80 East Hancock #1514, Detroit, Michigan 48201. Mr. Kline offered comments regarding Detroit Public Schools and the Detroit Reform Board.

XIII. PRESENTATION ON THE RESPONSE TO ACHIEVE REPORT AND APPROVAL OF CURRICULUM INFORMATION PLAN

Mr. John Williams, Director, Office of Career, Curriculum, and Technical Education Services; Mr. Paul Bielawski, Supervisor, Curriculum Development Program; and Ms. Patricia Nichols, Deputy Director, Curriculum, Health, and Early Childhood, provided information, a slide presentation, and responded to questions from the Board regarding the findings of the Achieve report and the resulting recommendations.

On behalf of Mr. Bielawski, and Ms. Nichols, Mr. Williams said they are pleased to present information to the Board regarding the Department's response to the Achieve report. He said he thinks it is appropriate that Senator Stille and Mr. Snider offered comments earlier in the meeting regarding the challenges that school districts face to improve schools and provide a physical infrastructure which meets the needs of the students, because this presentation will include a proposal and ideas on how staff can help school districts provide their curricular infrastructure.

Mr. Williams said it is intended that staff will provide statewide leadership over and above the technical assistance model used in the past, and the needs of students will be responded to in a better way by increasing the capacity of the education community at all levels. He said this will enable parents to become more actively involved in their schools by helping them understand the curricular and performance expectations placed upon students.

Ms. Nichols said the Michigan Curriculum Frameworks has been the focus of statewide professional development for three years, and staff in the Office of Career, Curriculum, and Technical Services are now ready to begin the next level of curriculum improvement efforts. She said a new piece of the curriculum improvement model is assessment, which has been utilized in other states for many years. She said even though student learning has been assessed for some time, the results have not been analyzed at the district level to determine if curriculum, teaching, and learning in the classroom are effective. She said staff proposes that it become an integral part of a continuous improvement model for curriculum development, and it is hoped that schools and teachers will use assessment as the basis for improvement of curriculum.

Ms. Nichols said planning and revising curriculum is an integral part of the Michigan Curriculum Frameworks, and has been the basis by which curriculum was aligned in Michigan successfully over the last few years. She said professional development, curriculum, teaching, learning, and data analysis are interconnected throughout the curriculum improvement process, because in order for changes to be successful, it is necessary to involve administrators, teachers, and school staff, and must be based on data analysis.

Ms. Nichols said staff in the Office of Career, Curriculum, and Technical Education have spent much time defining roles in what is termed curricular work, and it has been determined that the Department has three major functions: (1) identify and clarify curriculum content by assuring that the standards reflect state and public policy, are continuously reviewed and the benchmarks are changed as needed to add content, that the state assessments are aligned with those standards, the standards and benchmarks are understood by teachers, parents, and community, and finally that the standards are aligned with the professional teaching standards of teaching preparation; (2) identify and develop models of best practice for instruction in the classroom, for assessment in analyzing data, and models for teacher preparation; and (3) build capacity of the local and intermediate school districts, and universities to improve their ability to refine data analysis and curriculum revision planning, target professional development so that it is effective in changing teaching and learning in the classroom, and build the capacity for cooperation among all of these partners so that the most effective change is possible.

Ms. Nichols said the major tasks of intermediate school districts and universities will be: (1) provide technical assistance to local districts; (2) deliver professional development activities to schools and teachers; (3) do the research and evaluation

activities which are necessary in order to show that curriculum and educational activities are having the desired effects, and to manage the local and regional needs assessment because it is best done at the local or intermediate school district level.

Ms. Nichols said staff propose to accomplish the following tasks in the next three years: (1) clarify the content standards by making the benchmarks more concise and understandable for both professional educators and parents, and modify the benchmarks as needed to include additional content within the existing standards; (2) develop and/or identify documents that link Standards and Benchmarks with model assessment items and teaching/learning strategies that are based upon the Teaching/Learning Standards in the Michigan Curriculum Framework; (3) Develop a statewide professional development plan that includes identification of training centers, a cadre of highly skilled trainers, and a consistent training agenda to implement the use of the documents that are developed/identified to assist teachers and administrators in improving teaching and learning in the classroom and increase student achievement; and (4) in cooperation with assessment staff and the field, develop strategies for classroom assessment that will assist teachers in measuring student learning and adjusting curriculum to increase student learning.

Ms. Nichols said staff are in various stages of progress in doing those four tasks, and many documents have been developed and are in use across the state in math, language arts, and social studies. She said staff will also begin to address the other core curriculum areas which will be accomplished by working with intermediate school districts. She said staff had developed time lines and hope to accomplish these tasks by 2001 which is ambitious, but she believes this is an opportune time to work rapidly.

Mrs. Gire said she is pleased that long range planning for professional development is underway. She expressed concern that many times parents and the community do not understand the Standards and Benchmarks, and assessments in terms of what it means to each child. She said she feels that needs to be integrated into the overall plan.

Mrs. Nichols said in cooperation with the Office of Standards, Assessment, and Accreditation Services, discussions have been held to contract with A Plus Communications which has a national reputation for transcribing educational concepts into language that will gain support and understanding from the public. She said the goal is to have everybody in Michigan understand the term high standards and then be able to show what it looks like in real life terms for children so that support can be gained from all segments of the population toward teaching to those high standards.

In response to Mrs. McGuire, Ms. Nichols said the Michigan Educational Assessment Program (MEAP) tests are on schedule, and the process of revision has started so that the tests will align with the present Standards and Benchmarks by 2002. She said instead of waiting until the new test results are received and then trying to do something when the results are not up to expectations, staff will attempt to give the materials to schools and teachers in advance to allow them to form best practices for teaching/learning strategies.

Mrs. Straus said Mrs. Beardmore and she recently attended the National Association of State Boards of Education (NASBE) conference in North Carolina, and heard presentations from the North Carolina State Superintendent, the President of the North Carolina State Board of Education, the North Carolina Deputy Superintendent, and the President of the North Carolina School Board Association. She said it was refreshing to learn that they each work closely with one another, and were very willing to discuss their system for reviewing and revising standards. She said each subject is reevaluated every five years, and while the process usually takes an average of two years, changes to the assessments happen within a few months. She said in cooperation with the University of North Carolina at Chapel Hill, School of Education, the North Carolina Department of Education has developed a statewide network titled, "LEARN North Carolina," which enables educators to access a package of online resources including information on professional development, and lesson plans.

In response to Dr. Moyer, Ms. Nichols said the Office of Career, Curriculum, and Technical Services will continue to work very closely with the Office of Field Services, and the Office of Standards, Assessment, and Accreditation Services regarding accreditation/accountability to be certain that all programs align with one another, and that whenever a product is ready for implementation, the schools with the higher need will receive them quickly.

Mr. Bielawski said staff are convinced that schools where children are not learning will be overwhelmed if approached from multiple directions. He said all parties offering assistance must work in cooperation with one another to ensure that the level of achievement increases.

Mrs. Beardmore said she is pleased to see evidence that staff are working in areas beyond those being tested, because she thinks it is very important. She said even though North Carolina assesses many more areas than Michigan, they also have a mandatory curriculum, only 117 school districts, and the LEARN North Carolina initiated at the University of North Carolina Chapel Hill. She said in terms of communicating with classroom teachers with practical information, she feels that Department staff have the capability to develop something similar to LEARN North Carolina even though difficulties may be experienced. She said it was an excellent example of how technology is being utilized.

Ms. Nichols said the curriculum frameworks have been placed on CD Rom, and there are plans to use more technology in the future. She said staff has realized the need to focus on consistent quality teacher training, and by the end of this week as stated by the Christa McAuliffe award winner, there will be 154 trained trainers for the reading program across the State of Michigan. She said the Department will conduct an evaluation to be certain that the program works.

Mrs. Straus moved, seconded by Mrs. McGuire, that the State Board of Education approve the Curriculum Improvement Plan, as stated in the Superintendent's memorandum dated August 19, 1999.

The vote was taken on the motion.

Ayes: Beardmore, Durant, Gire, McGuire, Moyer, Straus, Weiser, Wise

The motion carried.

XIV. APPROVAL OF THE CUT SCORES FOR THE MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM (MEAP) HIGH SCHOOL TEST IN SOCIAL STUDIES

Mr. Ellis said the Michigan Educational Assessment Program (MEAP) High School Social Studies Test was administered for the first time in 1998-99. He said the State Board of Education is being asked to approve the cut scores that will categorize student performance as Level 1 Endorsed - Exceeded Michigan Standards; Level 2 Endorsed - Met Michigan Standards; Level 3 Endorsed - at Basic Level; and Level 4 - Not Endorsed.

Dr. Diane Smolen, Director, Standards, Assessment and Accreditation Services; Dr. Christine Schram, Supervisor, Michigan Educational Assessment Program; Ms. Karen Todorov, Social Studies Consultant, Office of Standards, Assessment, and Curriculum Development; and Dr. Bruce Brousseau, Lead Social Studies Consultant, Office of Standards, Assessment, and Accreditation Services, provided information, a slide presentation, and responded to questions from the Board pertaining to the Cut Scores for the Michigan Educational Assessment Program (MEAP) High School Test in Social Studies.

A copy of the slide presentation, and "Social Studies Standard Setting Debriefing of the High School Content Advisory Committee," was distributed to the Board.

Dr. Smolen said the presentation will place the request for approval in the context of standards based educational reform. She said because social studies is the first set of assessments for the state that is truly aligned with the Content Standards and Benchmarks, the approval process is the last step in the second phase of what has been a very long procedure. She said Michigan educators struggled to define what students should know and be able to do to be responsible citizens, and in March 1998 Department staff began a partnership with Michigan educators and Riverside Publishing to develop a social studies assessment. She said the Board's decision will clearly define for Michigan what it means to have met Michigan standards for responsible citizenship.

Ms. Todorov said many people believe that the purpose of social studies is responsible citizenship and should include knowledge of history, geography, economics, government, and the ability for students to make personal decisions in their lives and most importantly, regarding public policy. She said the MEAP High School Social Studies Test is similar to the other MEAP tests in that the scores will be categorized in the same manner. She said this represents what staff consider a perfect alignment.

Ms. Todorov said it is hoped that all students will at least reach the category of Met Michigan Standards which will indicate that they have some knowledge of history, geography, economics, and civics. She said the test includes multiple choice questions, and constructive short and extended response answer questions, both of which require the student to identify and explain concepts at grade level.

Ms. Todorov said the Basic level student has some knowledge of the social studies disciplines, but when trying to explain something, they reveal inaccuracies or misconceptions. She said the student at the Exceeds level has knowledge of history, geography, civics, and economics and is able to identify concepts while consistently explaining them without errors.

Dr. Schram said basically the task of the Standards Setting Committee was to translate the definitions into cut scores. She said the process used was designed and conducted by Assessment and Evaluation Services, which has worked with the Department previously in setting standards for tests. She said the Department already had an established process and script that was set at the advice of the Technical Advisory Committee which consisted of psychometric experts from around the country. She said the process itself is an examinee centered process and is identical to that used in the summer of 1998 when standards were reset for all of the other high school test areas. She said the focus was to apply the Basic, Met, and Exceeded definitions to actual student work, review the test items, and determine at what point in the continuum should be the cut off point for the various categories. She said the Standard Setting Committee consisted of teachers, curriculum specialists, administrators, counselors, and parents representative of the geographic, gender, and ethnicity of Michigan, and were selected based on their knowledge of the social studies subject matter, content standards, and their interest in participating.

Dr. Schram said during the first day of the process the Committee reviewed the curriculum upon which the test is based, learned how the test was developed, individually took and scored the test, and at the end of the day, were expected to fully understand the link between the test and the curriculum.

Dr. Schram said on the second day the committee worked with the performance definitions until they could distinguish the levels, received an overview of the rating process, completed a practice exercise, and finished with their first round of ratings. She said the rating procedure consisted of taking the test items in order from easiest to most difficult, defining the performance levels, and reviewing the test booklet to determine if the items were in order. She said the decision was then made on the three cut off points. She said the committee members participated in small group discussions which discussed the ratings, and how the process worked, but the focus kept coming back to the test items, the performance that they expected of the students, the definitions, and the importance of the MEAP High School Test.

Dr. Schram said the Committee conducted several more rounds of ratings on the third day, received data on how the students did, and the difficulty of each item which helped form their decisions. She said discussion was held regarding the impact of the cut scores if they were set at a particular level, and how many students statewide would be in each of the categories.

Dr. Brousseau said the total number of possible points on the MEAP High School Social Studies Test is 58 points. He said a student would need to receive 50.5 points or above to place in the Exceeds Michigan Standards category, 38.5 would qualify them for Met Standards category, and 30 points for Basic Level. He said as the Board reviews the process and is looking at some of the items that the judges rated from step to step, a change from one round to the next would indicate that more information was given to assist in decision making. He said the first round found a wide variance in the scores given by the evaluators, but, that margin was much smaller by the seventh and last round.

Dr. Brousseau said male students tend to do a little better on the social studies test which is surprising because many people consider it a reading comprehension test. He said a national study would show that the girls should out perform the boys. He said the Committee did attempt to eliminate many of the reading passages so the information is presented in a more graphic format.

Dr. Brousseau said the results were presented to the Bias Review Committee, the Assessment Advisory Committee, the Technical Advisory Committee, and the Content Advisory Committee. He said after the process and steps that the judges actually took were explained, the general comment was positive and many said they felt comfortable with the connection between the performance and cut scores on the tests. He said all of the committees accepted the cut scores as they were recommended, and there was some discussion about what impact it would have and what the Department of Education would need to do to promote progress.

Dr. Brousseau said the Bias Review Committee expressed a need for more programs designed to narrow the achievement gap between minority and white students. He said the Bias Review Committee would like the Department to address ways to narrow that gap, and take a more proactive role in addressing the issue.

Dr. Brousseau said the Assessment Advisory Committee was pleased by the number of committee members who were active high school teachers. He said they also advised the Department of Education to be prepared to educate schools and the public about the true meaning of the results. He said the results are often released and printed in newspapers without explanation, and districts where student do not perform well must later offer explanations to parents and the community.

Dr. Brousseau said the Technical Advisory Committee approved the process before it was used, and verified that it followed the current psychometric standards.

Dr. Brousseau said the group most familiar with the different items and content standards was the Content Advisory Committee because of their role of ensuring alignment with the standards. He said they were pleased with how the process ties the social studies content standards to the performance definitions, but expressed concerns that there are still a number of barriers to fully implementing the social studies content standards in Michigan.

Ms. Todorov said the barriers identified by the Content Advisory Committee were: (1) non-aligned local curricula deprive some students of the opportunity to learn the content necessary for success; (2) inconsistent rigor regarding teacher qualifications so some teachers teaching social studies are not prepared to do so; (3) the lack of professional development opportunities, local policies which encourage haphazard one shot professional development opportunities, or no local policies in place flexible enough to result in positive change.

In response to Mr. Jenkins, Ms. Todorov said the Periodic Review/Program Evaluation process is constantly striving to assure colleges and universities which prepare students for a teaching career have curricula aligned with the Content Standards and Benchmarks.

Mrs. Beardmore moved, seconded by Mr. Durant, that the State Board of Education approve the cut scores as recommended by the Standard Setting Committee for the Michigan Educational Assessment Program (MEAP) High School Test in Social Studies, as indicated in the Superintendent's memorandum dated August 11, 1999.

Mrs. Gire said she believes that it is important to strengthen the teacher preparation and professional development processes, and not distribute a test to school districts before teachers have had an opportunity to prepare children in the material covered on the test. She said teachers do as well as possible with the training they have received, but the Board knows that there are deficits.

In response to Mrs. Beardmore, Dr. Schram said scale scores are actually relatively arbitrary, and the Department uses them similar in nature to the SAT or ACT tests. She said everyone knows what a score of 800 on an SAT means by virtue of hearing about it repeatedly, and the same will be true for the MEAP scale scores.

In response to Mrs. Straus, Dr. Schram said staff will be able to provide information to the Board outlining differences in scores between large and small school districts at a future Board meeting.

Mrs. Straus said information received from Mr. John Williams, and Ms. Patricia Nichols regarding the Achieve report and the recently approved Curriculum Information Plan will impact the MEAP tests and the accreditation/accountability system. She said she believes that changes in the Standards and Benchmarks do not become real to school districts until after a test is taken, and therefore, it is important to not blame students for not doing well.

The vote was taken on the motion.

Ayes: Beardmore, Durant, Gire, McGuire, Moyer, Straus, Weiser, Wise

The motion carried.

XV. REPORT ON HENRY FORD COMMUNITY COLLEGE FACILITY WITHIN
WAYNE COUNTY COMMUNITY COLLEGE DISTRICT

Mr. Ellis said the report provided to the Board is in response to a request for information on Henry Ford Community College's intent to open a facility within the Wayne County Community College district.

Mr. James Folkening, Director, Office of Postsecondary Services, provided information and responded to questions from the Board regarding the Henry Ford Community College facility.

Mrs. Straus said she thinks the issue in question is not whether a community college can build a facility within another community colleges district, but if the Board has a responsibility to review and approve or disapprove the proposal.

Mr. Folkening said there are two types of distinctions for districts: (1) the legal taxation district of the college, and (2) the service area which is not defined by law and the Board has not designated service. He said he thinks there is a presumption in the way the law is written that service areas were meant to be those areas which do not fall within the legal taxation district.

In response to Mrs. Straus, Mr. Folkening said, to his knowledge, the State Board has not designated a service area for any one specific community college. He said no petitions have been submitted to the Board for approval.

Mrs. Straus said she thinks there is a section of the law that refers to the areas of professional vocational technical programs, but it makes sense that a college could provide a program in another college's district with the consent of the other college and/or with the approval of the State Board. She said she is concerned with the policymaking role of the Board.

Mr. Ellis said staff and he agree in that there is no statutory basis for the Department's authority, however, staff can investigate it further and report back to the Board at a future meeting.

Mrs. Straus asked if staff has reviewed the minutes from the State Board of Education meetings to determine if any precedent setting action has been taken by the Board which would apply to this issue. Mr. Folkening responded by saying that Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, and

he did not review minutes, but had an opportunity to look at the actions of the Board. He said they did not find anything in terms of establishing criteria for the service areas or approval of any service area requests.

Mrs. Straus asked if there were statements or resolutions regarding the Board's role in approving programs in a different district. Mrs. Hamilton responded by saying that she would have to review the minutes to determine that.

Mr. Folkening said in 1970, the Board approved a position paper on community college services, and he would be willing to look at that document again because it may contain some of the statements Mrs. Straus is asking about.

Mrs. Beardmore said the voters decide if a community college is going to operate in their area, and the boundaries are usually set along either county or school district lines. She said the Board has made decisions regarding community colleges at previous meetings, and has granted property transfers and inclusion of property to a different county. She said one particular decision was between Oakland and Macomb Counties because one of them went by county lines and the other by school district lines, which left a little island that was not in either place. She said the Board has some responsibility to make that type of decision.

Mrs. Beardmore said the Board also issued an approval when Grand Rapids Junior College became Grand Rapids Community College and took in the whole county which was a big change in the boundaries, and so that is another area in which the Board has responsibility and authority. She said one of the segments in the legislation states that vocational boundaries are set and another community college cannot establish a program within another school's area without the approval of the State Board of Education. She said to her knowledge, the Board had not exercised that authority, but feels that the issue should be reviewed.

Mr. Folkening said the Board has taken action regarding area annexations of community colleges. He said the law states that the Board of Trustees shall obtain approval of the proposed annexation from the State Board of Education, and the examples given by Mrs. Beardmore were of that annexation provision in the law.

Mrs. Straus moved, seconded by Dr. Moyer, that the State Board of Education direct staff to determine if the State Board of Education has established precedence in the form of a resolutions pertaining to the development and implementation of programs by an institution of higher education in another college or university's area.

Mrs. Weiser expressed concern that the State Board of Education will be viewed as indecisive regarding colleges and universities, and thinks that the market will determine what programs succeed or fail.

The vote was taken on the motion.

Ayes: Beardmore, Durant, Gire, McGuire, Moyer, Straus, Weiser, Wise

The motion carried.

XVI. APPROVAL OF A COMMITTEE OF SCHOLARS TO REVIEW A REQUEST FROM AVE MARIA INSTITUTE, YPSILANTI, MICHIGAN TO BECOME A DEGREE GRANTING INSTITUTION WITH AUTHORITY TO GRANT A BACHELOR OF PHILOSOPHY DEGREE

Mr. Ellis said Ave Maria Institute is requesting the approval of the State Board of Education to grant a Bachelor of Philosophy degree. He said this approval to grant a degree requires that the State Board of Education appoint a Committee of Scholars to review the college and make a recommendation to the State Board of Education. He said the process is one where the Board responds to a request prompted by the institution, appoints a scholar who works with the school, and reports back to the Board. He said at this point, the Board is being asked to appoint a committee of scholars.

Mrs. Beardmore moved, seconded by Mrs. Wise, that the State Board of Education appoint a Committee of Scholars to: (1) review the request from Ave Maria Institute, Ypsilanti, Michigan; and (2) make a recommendation to the State Board of Education on the request for authority to grant a Bachelor of Philosophy degree, as contained in the Superintendent's memorandum dated August 11, 1999.

The vote was taken on the motion.

Ayes: Beardmore, Durant, Gire, McGuire, Moyer, Weiser, Wise
Abstain: Straus

The motion carried.

XVII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. Michigan Association of School Boards - Mrs. Dorothy Beardmore

Mrs. Beardmore distributed a copy of a memorandum dated August 24, 1999, to the State Board of Education, and said Mrs. Straus and she attended the National Association of State Boards of Education and National School Boards Association Leadership Conference recently which was designed to encourage state and local boards of education to coordinate better in fulfilling each other's role in public education. She said Michigan is more fortunate than other states because of the close working relationship with the Michigan

Association of School Boards (MASB). She said Brad Baltensperger, President-elect of MASB, stated that he would like to have a better understanding of what the State Board of Education does, what the Board would like to see happen for children around the state, and how local board members may become more aware of the Board's action. She said MASB holds multiple conferences each year and would be willing to organize at least one of the sessions on Board issues with State Board of Education members presenting. She further suggested that the Board meet with the MASB, Board of Directors.

Mrs. Gire moved, seconded by Mrs. Straus that, at the suggestion of Mr. Brad Baltensperger, President-elect, Michigan Association of School Boards (MASB), the State Board of Education lead a session at a future MASB conference to highlight State Board of Education policies, and in addition, the State Board of Education host an informal dinner with the Executive Board of MASB.

The vote was taken on the motion.

Ayes: Beardmore, Durant, Gire, McGuire, Moyer, Straus, Weiser, Wise

The motion carried.

B. The Macomb Daily - Mrs. Sharon Gire

Mrs. Gire said the Macomb Daily recently published an article dedicated to recognizing outstanding student achievement in each school in Macomb County, and also publishes a weekly column acknowledging a student of the week. She said there is so little focus on positive student achievement that she thinks it is a good idea to share the articles with the various educational organizations that Board members address.

Mrs. Beardmore agreed that it is a good idea, and said the Detroit News and the Oakland Press also print similar articles.

C. Lawsuits Involving Advanced Placement Courses - Mrs. Eileen Weiser

Mrs. Weiser said she read an article recently in the San Francisco Chronicle which highlighted the number of lawsuits flourishing in California over Advanced Place (AP) course availability. She said she wondered if the Board has any role in trying to develop a virtual university because AP placement courses are encouraging them.

Ms. Carol Wolenberg, Deputy Superintendent for Administrative and Support Services, said the Michigan Virtual University (MVU) is working with Michigan school systems to offer AP classes. She said she will keep the Board updated on that process, because MVU is not currently functional.

D. Arts Education - Mrs. Kathleen Straus

Mrs. Straus said while in North Carolina for the NASBE conference, Mrs. Beardmore and she had the opportunity to hear the Dean of Education at the University of North Carolina at Chapel Hill speak at a presentation regarding the idea of infusing art into the entire curriculum. She said while attending a folk arts festival the Dean was overwhelmed by the people she met and presentations she heard, and immediately invited folk artists to work with teachers and school districts to develop programs integrating music into history, math, physics science, and social studies. She said she was very encouraged by it.

Mrs. Gire said the "Today" show recently showcased an experimental approach to working with autistic children with music. She said they showed one little girl who was never expected to verbalize, and the therapist was able to get her to speak in full sentences utilizing music.

XVIII. TENTATIVE AGENDA FOR NEXT MONTH

Mrs. Beardmore said when the Board set its meeting schedule for 1999 it scheduled a Committee of the Whole meeting for September 15, 1999, to focus on early development, from prenatal through elementary school, and was to include information regarding brain development and its impact on learning. She said staff attempted to assemble speakers to address the Board, but there were many scheduling conflicts, and it seems that the Board will not be able to have that meeting. She said there have also been several changes in the federal Individuals with Disabilities Education Act (IDEA) special education rules and regulations that will require a number of modifications in which special education requirements are met. She said significant changes in the Individual Education Planning Committee (IEPC) process will also be necessary.

Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, said there has been some interest to hold the Board meetings outside of Lansing, and Cadillac was mentioned as a possible site. She said the format would be similar to what was experienced at the May meeting held in Saginaw with public participation on October 20, and the regular meeting on October 21, 1999.

There was consensus to hold the October 20-21, 1999 State Board of Education meeting at Cadillac Public Schools.

Mrs. Beardmore said the main focus for the October meeting will be the recommendation on modifications for the Periodic Review/Program Evaluation process. She said the last full review was in 1985 when the Board established the renewal policy of every five years. She said many changes have occurred including the use of technology, so she feels it is important to discuss and implement modifications based on data.

Mrs. Beardmore said she would like the Board to consider a future meeting devoted primarily to the needs of gifted and talented students. She said there is a specific issue regarding children who, for example, are able to take an algebra class in elementary school, but, the school district will not give credit because it is a middle school level class. She said quite often the child is required to take the class again in middle school. She said it is a local control issue on whether credit is given regardless of where they are in the continuum. She said she understands that it may be a pupil accounting matter, but it does not seem to be an equitable way of dealing with the issue.

XIX FUTURE MEETING DATES

- A. September 16, 1999
- B. October 20-21, 1999 (Cadillac)
- C. November 18, 1999
- D. December 18, 1999

Respectfully submitted,

Herbert S. Moyer
Secretary